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ABSTRACT

This pamphlet reports on an investigation into the problem of standardizing the marking of oral examinations at the Ordinary Level of the General Certificate of Education. Investigations were made into two languages - German and Welsh. Language teachers received a list of 63 questions, of which 20 were to be presented to the examination candidate, to keep him speaking for five minutes. Examinations were recorded on tape. A system of error marking was set up, noting mistakes in grammar, incomplete sentences, misunderstanding and pronunciation errors. An order-of-merit list was obtained, accounting for candidates' accuracy, fluency and pronunciation. The oral tests were judged sufficiently accurate to be given greater weight in the examination process. It is suggested, for future oral exams, that teachers test their own students according to a question card, and that the test be recorded. A certain number of questions might be asked randomly out of a possible 500. Teachers might mark exams themselves, rather than simply sending tests to the examining board. An appendix contains teachers' instructions, examination questions in German, Welsh and English, and examiners' score sheets used in the investigation. A report of oral examinations in Carmarthenshire in 1961 is included. (CHK)

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CYFADRAN ADDYSG COLEG PRIFYSGOL
CYMRU, ABERYSTWYTH

ORAL EXAMINATIONS

(A report of an investigation into problems of standardisation at G.C.E. "Ordinary" Level, together with a report of a Camarthenshire experiment by T. J. R. Jones)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FACULTY OF EDUCATION,
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YSGRIFAU AR ADDYSG

(*Series of text books in Welsh on Education, edited by Jac L. Williams*)

Volume I ... ... Y Plentyn Ysgol.
(Published in March 1962. Second edition August 1962.)

Volume II ... ... Emile. Selections translated into Welsh by R. M. Jones.
(To be published early in 1963.)

Volume III ... ... Cyflwyno'r Gymraeg.
(Handbook for Teachers of Welsh as a second language by R. M. Jones.)
(To be published in 1963.)

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FOREWORD

In view of the widespread desire throughout Britain at the present time to bring about an improvement in methods of language teaching, the Faculty of Education of the University College of Wales, Aberystwyth, has pleasure in presenting in pamphlet form this report of an investigation into the problem of standardising the marking of oral examinations at the Ordinary Level of the General Certificate of Education.

The experiment was devised and conducted by Mr. C. J. Dodson of the Department of Education of the college during session 1960-61, with the co-operation of the Directors of Education for Breconshire and Carmarthenshire, the Headmasters and Headmistresses of the grammar schools selected for the investigation, and teachers of German and Welsh who were at that time preparing pupils for the Modern Language Ordinary Level Examinations of the Welsh Joint Education Committee in those two subjects. The lists of questions and topics for oral examination, as published at the end of the report, were presented to the schools concerned in November 1960. The recorded oral examinations were taken in the following March.

In March 1961, Mr. T. J. Rhys Jones, Language Adviser to the Carmarthenshire Education Committee, indicated to the authority's Director of Education, Mr. Iorwerth Howells, that he wished to carry out an experiment in the technique of testing oral proficiency in Welsh at second language level in the authority's secondary modern schools by using tape recorders instead of traditional methods of examining. A suitable form of examination was arranged by the Language Adviser, approved by the Director of Education, and operated successfully during the Summer Term of 1961. I wish to thank the Director of Education for permission to include in this publication a report of the manner in which that examination was arranged and conducted.

The Faculty is much indebted to the teachers and examiners who made this investigation possible. I wish to thank them for giving so readily of their time and support. I also wish to thank Dr. A. C. Bassett, Examinations Officer to the Welsh Joint Education Committee, for the interest that he took in the first draft of the report and for suggesting improvements that can be introduced if means are found of conducting a similar investigation on a larger scale.

The report is now published in the hope that it will be of interest to Examining Bodies and language teachers in general, as well as to teachers and others in Wales who are particularly interested in developing more rewarding methods of teaching Welsh as a second language.

JAC L. WILLIAMS,
Dean of the Faculty of Education
December 1962.

Introduction

Modern language teachers and examination boards are acutely aware of the inadequacy of the oral examinations in modern languages held at present for the 'O' levels of the General Certificate of Education. For some time now teachers have been voicing the opinion that oral examinations should be given greater weight in relation to written examinations. They feel that they are being forced to teach their language as if it were a dead language, thus doing an injustice not only to the living language but also to the majority of their pupils who cannot cope with a predominantly grammatical approach to language learning.

The examining boards, on the other hand, have been reluctant to grant the teachers' demands because the present system of oral marking is too subjective and therefore inaccurate. Oral examiners feel that they cannot be certain that they are marking at the same standard as their fellow examiners ; nor can they be certain that they themselves apply the same standard from one day to the next. The boards thus quite rightly state that it would be grossly unfair to candidates if oral examinations were to be given greater weight under present conditions.

The purpose of this research project has been to ascertain whether it is possible to achieve a higher degree of standardisation in oral language examinations.

Throughout the project four main factors were considered to be of prime importance. From the examiner's point of view the oral marking would have to be at least as *accurate* as the marking of written scripts, while the procedure itself would have to be *practical* and *simple*. From the candidate's point of view the examination would have to be *fair*.

Procedure

Investigations were made into two languages : German and Welsh (O_3 level). A sample of 36 candidates was marked for German and 34 candidates (2 absent) for Welsh. Three grammar schools participated in the project.

Three months before the examination, the language teachers were presented with a list of 63 questions and instructions (see appendix). They were informed that on the day of the examination they would be supplied, for each candidate, with a list of 20 random numbers ranging between 1 and 63.

During the examination each candidate was asked individually by the teacher the questions indicated by the numbers given on the random lists. Every candidate was allotted 25 questions, but in the event no candidate required so many, for each was asked only as many as were necessary to keep him speaking for *5 minutes*. The examinations were recorded *on tape* and conducted by the class teachers, not by a visiting examiner.

Marking

The following were kind enough to act as examiners and/or advisors :—

Professor Jac L. Williams, B.A., B.Sc., Ph.D.	Department of Education, U.C.W., Aberystwyth.
Professor C. P. Magill, M.A., Ph.D.	Department of German, U.C.W., Aberystwyth.
Miss Mary Clement, M.A., Ph.D.	Department of Education, U.C.W., Aberystwyth.
Miss S. Harris, M.A.	Department of German, U.C.W., Aberystwyth.
Mr. R. M. Jones, M.A.	Collegiate Faculty of Education, U.C.W., Aberystwyth.
Mr. P. Prochnik, M.A.	Department of German, U.C.W., Aberystwyth.
Mr. R. L. Stein, B.A.	Department of Education, U.C.W., Aberystwyth.
Miss Lili Thomas, B.Sc.	College Faculty of Education, U.C.W., Aberystwyth.
Mrs. C. J. Dodson, B.A.	

Before marking the tapes, an examiners' conference was held for each language to establish the types of error to be marked. It was decided to adopt the following scheme :—

I. *One mark to be counted for the following* :

(a) *every grammatical error* (endings, mutations, word order, tenses, vocabulary, etc.) ;

(b) *every incomplete sentence* (in addition to the errors counted in the incomplete sentence spoken) ;

(c) *misunderstanding the question* (in addition to the errors counted in the incorrect answer) ;

(d) *pronunciation errors* (where the spoken word would imply a grammatical error in the written word, e.g. das Buch, die Bucher. A generally accepted English accent was not counted).

II. *Repetitive errors were counted once only*, e.g. :

(a) the candidate's inability to modify vowels or mutate nasal consonants (excluding the type of error under I(d) above) ;

(b) consistent error in the gender and consequent mutation or ending for any particular noun or dependent article and adjective ;

(c) consistent error in idiomatic phrases.

Errors corrected by candidates were not counted.

After completion of marking, examiners noted that the effect of speech pauses on word order should have been taken into account, e.g.

Question : Wie kommen Sie zur Schule ? Answer : Ich komme zur Schule—Pause—mit dem Fahrrad.

Although this answer would warrant the loss of a mark in a written script, it did not seem wrong when spoken with a certain intonation and after a pause. Some examiners marked such points as errors, others did not. This accounts for some of the discrepancies between examiners in the marks obtained for certain candidates. The number of errors assessed by individual examiners is given in the tables at the end of the paper.

Word Count

The number of words spoken by each candidate was counted by means of an electrical counter. Those words which were errors subsequently corrected by the candidate were not counted. The number of words spoken is given in the tables.

Order-of-Merit List

The next step was to obtain an order-of-merit list, which would take into account the candidates' accuracy, fluency and pronunciation. As errors in pronunciation are already included in the total number of errors made, the list need only show a proper balance between accuracy and fluency.

The accuracy and fluency of a candidate may be measured by dividing the number of words spoken by the number of errors made. This, however, might lead to the position where one candidate who speaks, let us say, 100 words and makes 20 errors is given 5 marks $\left(\frac{100}{20} = 5\right)$ while another candidate who speaks 200 words and makes 40 errors is also given 5 marks $\left(\frac{200}{40} = 5\right)$. In order to give credit to the candidate possessing the greater fluency, a fluency factor must be introduced.

Each board must decide upon its own fluency factor to be used as a regulator, depending on the relative importance which the

board attaches to accuracy and to fluency. In this experiment a fluency factor of 500 was used in the following formula :

$$\left(\frac{A}{B} \times 10\right) \times \left(1 \pm \frac{\text{deviation from average no. of words}}{500 \text{ (fluency factor)}}\right)$$

where A = no. of words spoken
B = no. of errors made.

If a candidate speaks less than the average number of words his deviation is negative, with the result that the second bracket becomes less than 1.

The multiplier 10 was used to obtain a working figure. A board can, of course, stipulate the number of words it expects an average candidate to reach without referring to the actual average no. of words in a particular year. This figure could be settled after one or two years of examining. Such a scheme would help the board to assess the comparative standards of candidates over a given number of years.

Example :—

Candidate	*No. of words spoken*	*No. of errors*
1	100	20
2	200	40
3	150	30
4	150	40
5	150	20
6	170	25
7	100	40

Average no. of words, let us say, = 150.

Candidate 1 $\left(\frac{100}{20} \times 10\right) \times \left(1 - \frac{50}{500}\right) = 45$

" 2 $\left(\frac{200}{40} \times 10\right) \times \left(1 + \frac{50}{500}\right) = 55$

" 3 $\left(\frac{150}{30} \times 10\right) \times \left(1 + \frac{0}{500}\right) = 50$

" 4 $\left(\frac{150}{40} \times 10\right) \times \left(1 + \frac{0}{500}\right) = 37.5$

" 5 $\left(\frac{150}{20} \times 10\right) \times \left(1 + \frac{0}{500}\right) = 75$

" 6 $\left(\frac{170}{25} \times 10\right) \times \left(1 + \frac{20}{500}\right) = 71$

" 7 $\left(\frac{100}{40} \times 10\right) \times \left(1 - \frac{50}{500}\right) = 22.5$

These marks are not percentages, but are part of an order-of-merit list ranging perhaps from 20 to 600.

The order-of-merit list obtained is given in the table.

Marks could be deducted at the examiner's discretion for constant repetition or superficial content, as is the practice in the marking of essays. No marks were deducted or added in this experiment.

The board's percentage of language passes in relation to the percentage of passes in other subjects could then be discussed. Should a board decide to pass, let us say, 60% of the total number of candidates, the candidate obtaining the lowest mark in the upper 60% group can now be scaled down to a 50% final percentage mark (assuming that 50% is the 'O' level pass-mark). It should also be decided what final percentage the best and the weakest candidate should receive. The order-of-merit list is thus scaled down into a final percentage list, limited by the best and the weakest candidate with the candidate who just passes being placed at 50%.

The figures in the table show that the discrepancies between oral examiners are no greater, if not less, than those obtaining between examiners of written scripts. The agreement between examiners is, in fact, complete for many candidates. Where the agreement is not complete, the discrepancy is in most cases no more than one or two marks. Discrepancies greater than average can be accounted for by the fact already mentioned, that the effect of speech pauses on mutations and word order had not been foreseen in the initial standardisation conferences.

When examiners were re-briefed and asked to re-examine some of the candidates for whom these discrepancies occurred, the examiners' marks agreed. These subsequent marks have not, however, been given in the list.

The discrepancies were thus not due to the subjective element of examiners but rather to incomplete briefing before examining commenced. Other discrepancies were due to disagreements between examiners as to what should be considered an error within the limits set during the conference, or to the wavering of the examiner's attention at some particular moment while examining. Both these latter aspects are equally applicable to examiners dealing with written scripts.

The discrepancies in the Welsh examinations were in the main due to disagreements between examiners concerning colloquial forms of speech. This is a special problem which must be settled on a regional basis. It should not, however, present any greater difficulties than those that already exist for Welsh written scripts.

The examiners participating in this project were not chosen for possessing a particular aptitude for oral tape examining, but simply because they were kind enough to give up their time for this task when approached by me. It can be assumed that examiners would become more proficient in their marking after practice.

In the recruitment of oral examiners, an examination board should select examiners not only by reason of their academic qualifications, but also by their aptitude for oral tape examining. This would further decrease the discrepancies which were encountered during the project.

Nevertheless, the marks obtained by the German and Welsh examiners are sufficiently accurate for G.C.E. oral examinations to be given much greater weight than is the case at present, without being unfair to the candidates.

It is not unresaonable to assume that the same degree of standardisation can be obtained for any other living language under the procedure adopted in this project.

Suggestions for future oral examinations

(a) Examination boards might follow the same initial procedure as is the case with present oral examinations. They might announce to schools that questions will be put dealing with certain aspects of the child's environment. On the day of the examination (which would be the same throughout the board's area), language teachers would be supplied with a question card for every candidate. The teachers themselves would put the questions, giving each candidate an opportunity to speak for a given time which would be applicable to all candidates. The examination would take place in the presence of a supervisor, as is the case at present for the G.C.E. dictations. All examinations would be recorded on tapes, which would be sent to the examiners at the end of each day.

(b) Examination boards might issue a list of, let us say, 500 questions at the beginning of a language course. In general this would ensure that all candidates received an equal opportunity during the examination, inasmuch as all the questions would have been seen by the candidates. On the day of the examination, language teachers would be supplied with a random-number card for every candidate. The teacher would then put the questions so indicated. The remaining procedure would be as under (a) above. If it is considered that 500 questions is too large a number for random selection, the question sheet could be subdivided into sections dealing with given topics. The candidate could then be informed that one or more questions will be put from a given number of sections. Some questions might be made compulsory. This would ensure that random selection did not cause all the questions for any one candidate to be concentrated on any one part of the question sheet.

It can be argued that candidates could learn in advance the answers to all the questions on the sheet. Apart from the fact that it would be very toilsome to learn in advance the answers to 500 questions, this procedure would not be undesirable from a linguistic point of view, as long as the teacher ensures that his pupils know the meaning of what they are saying.

In fact, this very procedure takes place under our present oral examination system, in so far as teachers already practise their pupils in answers to stock questions asked by the visiting oral examiner. The crux of language learning is for the learner to acquire an automatic response to the various aspects of the foreign language. This can only be done by " overlearning " and repeating given sentence-patterns. If future oral examinations should tend to encourage this approach to language learning, they will have done a service to education.

(c) *Examination boards might follow the examination pattern of some Continental countries where the teacher plays an active part in the examining of his pupils. The boards could issue teachers with question cards or random-number lists as in (a) or (b), or they could allow the teachers to put their own questions. After the examinations had been recorded, the teachers would themselves mark the tapes, which would be sent to the board along with the error sheets. A sample of candidates would then be re-marked by external examiners or " moderators " to ensure standardised marking.

No matter what procedure be used, the time has come to realise that the formal approach to language learning, where the language is deduced from grammatical rules after learning the vocabulary required, has not been successful for the vast majority of pupils in our schools. Little advance and progress can be expected, however, unless the relative importance of oral examinations is increased. At present language teachers can do very little but " play safe " and train their pupils primarily for the written examinations, thus doing an injustice to themselves, their pupils, and the language. Now that it has been shown that oral examinations can be standardised just as accurately as written examinations, it is hoped that examining boards will consider revising their " O " level language examinations.

Apart from linguistic considerations, the advantage to be gained over present oral examinations, involving as they do examiners who are strangers to the candidates, far outweighs any initial inconvenience which may be experienced by the examination boards.

The examination for any candidate should be extended to 10 or 15 minutes. This would necessitate issuing question cards with 50 to 75 questions or random numbers. The number of words spoken during this period would be far greater than the number of words submitted in a written language paper. It follows that the oral examination could then be considered as being *equal* to one written paper. Thus boards which have two written papers could quite safely make the oral examination equivalent to a

* I am indebted for this suggestion to Dr. A. C. Bassett, Examinations Officer of the Welsh Joint Education Committee.

third paper, which would include the dictation test. Marking could then be on a basis of, let us say, 20% for dictation and 80% for the oral examination, out of a total of 300% marks for the whole "O" examination.

The greatest difference between present examinations and those suggested for the future lies in the fact that the candidates' work will be recorded on tape. This should, however, present little difficulty, as most schools already possess tape recorders.

The amount of money spent at present on subsistence and travelling allowances to visiting examiners could be utilised to purchase tapes for distribution to schools. These tapes could be re-used year after year. The examinations recorded for this project were held in ordinary classrooms and no special arrangements in force during actual G.C.E. oral examinations were requested. Yet the quality of the recordings is of a standard high enough for accurate marking.

Should examining boards decide to adopt this scheme, or any other scheme which could ensure an acceptable degree of standardisation, they will have initiated a new era of language teaching in this country. Teachers and pupils alike will be given the opportunity to approach living languages with freshness and enthusiasm, and not be forced to resort to methods which kill the interest of all but the highly intelligent.

I should like to take this opportunity of offering my sincere thanks to Professor Jac L. Williams for the support he has given me in this project, and to the Collegiate Faculty of Education, Aberystwyth, for financial aid in the purchase of tapes and travelling expenses. Many thanks are also due to Professor Magill and all the afore-mentioned examiners, without whose help the project could never have been started. I should also like to thank the various Directors of Education, headteachers and language teachers, who so readily participated in this venture.

C. J. Dodson.

INSTRUCTIONS TO TEACHERS

1. The teacher of Welsh or German will receive a list of set questions.

2. The teacher is asked to practise with his pupils the oral answers to these questions. (Perfection is not required.) Wherever possible the answer should consist of more than one sentence and of sentences containing more than one clause.

3. The teacher will then be asked to record a "mock" oral examination for 12 pupils. These pupils should range from the lowest to the highest level of linguistic ability.

4. It will be helpful if the teacher will agree to act as questioner.

5. The teacher will be allocated for each pupil a list of 20 questions selected at random from the full list.

6. The examination of each pupil should be concluded at the end of five minutes even if a candidate has not been asked all the questions allocated to him.

7. The teacher will be supplied with further questions should any candidate be unable to speak for 5 full minutes in reply to the 20 questions allocated to him.

GERMAN VERSION

1. Wie heissen Sie ?
2. Wo wohnen Sie ?
3. Wie alt sind Sie ?
4. Wann sind Sie geboren ?
5. Was ist das heutige Datum ?
6. Haben Sie Geschwister ?
7. Was ist Ihr Vater von Beruf ?
8. Wo arbeitet Ihr Vater ?
9. Was machten Sie in den letzten Sommerferien ?
10. Was machen Sie in den kommenden Sommerferien ?
11. Beschreiben Sie Ihre Heimatstadt !
12. „ „ „ Ferienstadt !
13. „ „ Ihr Haus !
14. „ „ „ Wohnzimmer !
15. „ „ „ Schlafzimmer !
16. „ „ Ihre Küche !
17. „ „ Ihren Garten !
18. „ „ einen Bahnhof !
19. „ „ einen Markt !
20. „ „ das jetzige Wetter !
21. „ „ Ihre Schule !
22. „ „ Ihren Schulhof !
23. „ „ das Zimmer, in dem Sie jetzt sind !
24. „ „ das Bild, das an der Wand hängt !
25. „ „ Ihre Kleidung !
26. „ „ das Leben in einer Stadt !
27. „ „ das Leben auf dem Lande !
28. „ „ einen Ausflug !
29. „ „ Ihr Steckenpferd !
30. „ „ Ihre Strasse !
31. „ „ eine Wanderung !
32. „ „ einen Arbeitstag in der Schule !

33. Was machen Sie auf dem Bahnhof, bevor Sie in den Zug einsteigen ?
34. Was machen Sie zu Weinnachten ?
35. Was würden Sie machen, wenn Sie £1000 gewonnen hätten ?
36. Was sagen Sie, wenn Sie etwas im Geschäft kaufen ?
37. Was sagen Sie, wenn Sie etwas auf dem Postamt kaufen.
38. Wieviel Uhr ist es jetzt ?
39. In welchem Lande möchten Sie Ihre Ferien verbringen ? Warum ?
40. Lieben Sie Wildwestfilme ? Warum ?
41. Was möchten Sie werden ? Warum ?
42. Um wieviel Uhr gehen Sie zu Bette ?
43. Um wieviel Uhr standen Sie heute morgen auf ?
44. Was machten Sie, nachdem Sie heute morgen aufstanden ?
45. Wie weit ist Ihre Schule von zu Hause entfernt ?
46. Wie kommen Sie zur Schule ?
47. Welche Bücher lesen Sie am liebsten ? Warum ?
48. Welche Filme sehen Sie am liebsten ? Warum ?
49. Welche Fernsehprogramme sehen Sie am liebsten ? Warum ?
50. Haben Sie ein Haustier ? Welches ?
51. Was macht Ihr Haustier ?
52. Was machen Sie abends während der Woche ?
53. Was machen Sie am Wochenende ?
54. Was machen Sie, wenn die Sonne scheint ?
55. Was machen Sie, wenn es regnet ?
56. Was ist Ihr Lieblingssport ?
57. Sind Sie schon im Ausland gewesen ? Wenn ja, wo ? Was haben Sie dort gemacht ?
58. Sind Sie schon im Ausland gewesen ? Wenn nein, möchten Sie gerne gehen ? Warum ?
59. Welche Fächer studieren Sie ?
60. Welches Fach haben Sie am liebsten ? Warum ?
61. Was sind die Namen der Tage ?
62. Was sind die Namen der Monate ?
63. Was sagen Sie, wenn Sie etwas in einem Restaurant bestellen ?

WELSH VERSION

(Ni raid i athrawon sy'n defnyddio'r prawf hwn gadw'n fanwl at y ffurfiau llafar a awgrymir isod. Mae rhyddid i athro newid ychydig ar ffurf ac ymganiad geiriau yn ôl gofynion tafodiaith leol neu'r arfer yn yr ysgol y mae'n dysgu ynddi.)

1. Beth yw'ch enw chi ?
2. Ble 'rydych chi'n byw ?
3. Beth yw'ch oed chi ?
4. Ble cawsoch chi'ch geni ?

5. Beth yw'r dyddiad heddiw ?
6. Oes gennych chi frodyr neu chwiorydd ?
7. Beth yw gwaith eich tad ?
8. Ble mae'ch tad yn gweithio ?
9. Beth fuoch chi'n wneud yn ystod gwyliau'r haf diwetha ?
10. Beth ych chi'n mynd i wneud yn ystod y gwyliau haf nesaf ?
11. Disgrifiwch y pentre lle 'rydych chi'n byw (neu ryw bentre arall y gwyddoch amdano).
12. Disgrifiwch unrhyw dref yr ydych yn hoff ohoni.
13. Disgrifiwch eich cartre.
14. Disgrifiwch yr ystafell lle 'rydych chi'n bwyta bwyd yn eich cartre.
15. Disgrifiwch yr ystafell lle 'rydych chi'n cysgu.
16. Disgrifiwch y gegin yn eich tŷ chi.
17. Disgrifiwch eich gardd.
18. Disgrifiwch unrhyw stesion/orsaf yr ydych yn gyfarwydd â hi.
19. Disgrifiwch unrhyw farchnad yr ydych yn gyfarwydd â hi.
20. Disgrifiwch y tywydd heddiw.
21. Disgrifiwch eich ysgol.
22. Disgrifiwch iard eich ysgol.
23. Disgrifiwch yr ystafell yr ydych ynddi yn awr.
24. Disgrifiwch unrhyw lun neu bictiwr sydd yn yr ystafell yr ydych ynddi yn awr.
25. Disgrifiwch eich dillad.
26. Disgrifiwch fywyd mewn tref.
27. Disgrifiwch fywyd yn y wlad.
28. Disgrifiwch unrhyw drip y buoch arno.
29. Disgrifiwch unrhyw hobi sydd gennych.
30. Disgrifiwch unrhyw stryd yr ydych yn garfarwydd â hi.
31. Disgrifiwch unrhyw daith y buoch arni.
32. Disgrifiwch ddiwrnod o waith yn eich ysgol.
33. Beth ych chi'n wneud ar stesion/orsaf cyn mynd ar y trên ?
34. Beth ych chi'n wneud ar amser Nadolig ?
35. Beth wnaech chi pe baech chi'n ennill mil o bunnau ?
36. Beth fyddwch chi'n ddweud pan fyddwch chi'n prynu rhywbeth mewn siop ?
37. Beth fyddwch chi'n ddweud pan fyddwch chi'n prynu rhywbeth mewn swyddfa post ?
38. Beth o'r gloch yw hi 'nawr ?
39. I ba wlad y carech chi fynd ar eich gwyliau ? Pam ?
40. A ydych chi'n hoffi gweld ffilmiau am y cowbois ? Pam ?
41. Beth garech chi wneud ar ôl gadael yr ysgol ? Pam ?
42. Pa bryd y byddwch chi'n mynd i'r gwely ?
43. Pa bryd gwnaethoch chi godi bore heddiw ?
44. Beth fuoch chi'n wneud yn union ar ôl codi bore heddiw ?
45. Pa mor bell y mae'ch ysgol chi o'ch cartre chi ?
46. Sut byddwch chi'n teithio i'r ysgol ?
47. Pa deip o lyfr fyddwch chi'n hoffi ddarllen fwyaf ? Pam ?

48. Pa deip o ffilm fyddwch chi'n hoffi fwya ? Pam ?
49. Pa deip o raglen deledu fyddwch chi'n hoffi fwya ? Pam ?
50. Ydych chi'n cadw pet o ryw fath yn eich cartre ? Beth ydi e/o ?
51. Beth mae'ch pet chi'n 'neud ?
52. Beth ydych chi'n 'neud yn yr hwyr yn ystod yr wythnos ?
53. Beth ydych chi'n 'neud ar Ddydd Sadwrn ?
54. Beth ydych chi'n 'neud ar ddiwrnod braf ?
55. Beth ydych chi'n 'neud ar ddiwrnod gwlyb ?
56. Beth yw'ch hoff chwaraeon chi ?
57. Ydych chi wedi bod mewn gwlad dramor erioed ? Os do, ymhle ? Beth fuoch chi'n 'neud yno ?
58. Ydych chi wedi bod mewn gwlad dramor erioed ? Os naddo, ble carech chi fynd ? Pam ?
59. Pa bynciau ydych chi'n astudio yn yr ysgol ?
60. Beth yw eich hoff bwnc ?
61. Enwch ddyddiau'r wythnos.
62. Enwch fisoedd y flwyddyn.
63. Beth fyddwch chi'n ddweud wrth ordro pryd o fwyd mewn cafe ?

ENGLISH VERSION

1. What is your name ?
2. Where do you live ?
3. How old are you ?
4. When were you born ?
5. What is to-day's date ?
6. Have you any brothers or sisters ?
7. What is your father's profession ?
8. Where does your father work ?
9. What did you do during your last summer holidays ?
10. What are you going to do during the coming summer holidays ?
11. Describe your home town.
12. Describe your holiday town.
13. ,, ,, house.
14. ,, ,, living room.
15. ,, ,, bed room.
16. ,, ,, kitchen.
17. ,, ,, garden.
18. ,, a railway station.
19. ,, a market.
20. ,, the present weather.
21. ,, your school.
22. ,, your school yard.
23. ,, the room in which you are at the moment.
24. ,, the picture which hangs on that wall.

25. „ your clothes.
26. „ life in a town.
27. „ life in the country.
28. „ an excursion.
29. „ your hobby.
30. „ your street.
31. „ a hike.
32. „ a working day at school.
33. What do you do on a railway station before getting into the train.
34. What do you do at Christmas ?
35. What would you do if you had won £1,000 ?
36. What do you say when you buy something in a shop ?
37. What do you say when you buy something at the post office ?
38. What time is it now ?
39. In which country would you like to spend your holidays ? Why ?
40. Do you like cowboy films ? Why ?
41. What do you want to be ? Why ?
42. At what time do you go to bed ?
43. At what time did you get up this morning ?
44. What did you do after you got up this morning ?
45. How far is your school from home ?
46. How do you come to school ?
47. Which books do you most like reading ? Why ?
48. Which films do you most like seeing ? Why ?
49. Which television programmes do you most like seeing ? Why ?
50. Have you a pet ? Which ?
51. What does your pet do ?
52. What do you do in the evenings during the week ?
53. What do you do at week-ends ?
54. What do you do when the sun shines ?
55. What do you do when it rains ?
56. What is your favourite sport ?
57. Have you ever been abroad ? If yes, where ? What did you do there ?
58. Have you ever been abroad ? If no, where would you like to go ? Why ?
59. What subjects are you studying ?
60. What is your favourite subject ? Why ?
61. Name the days of the week.
62. Name the months of the year.
63. What do you say when you order something in a restaurant ?

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GERMAN

Candidate	1 Examiner A No. of errors	2 Examiner A 6 mths. later No. of errors	3 Examiner B No. of errors	4 Examiner C No. of errors	5 Examiner D No. of errors	6 Examiner E No. of errors	7 No. of errors used in formula	8 No. of words spoken	9 MARK	10 Order of Merit List Av. no. of words. 156	
G1	19	19	19	19			19	102	48	286	G29
G2	20	20	20	20			20	100	45	278	G27
G3	22	22	22	22			22	109	45	194	G36
G4	21	21	21	20			21	134	61	191	G30
G5	26	26	27	27			26	136	50	177	G32
G6	22	23	22	23			22	104	43	147	G31
G7	17	17	17	14			17	146	85	145	G26
G8	18	18	19	19			18	200	121	141	G35
G9	34	32	32	36			32	100	28	136	G19
G10	17	17	17	17			17	148	85	131	G34
G11	16	16			17	16	16	79	42	121	G8
G12	31	31			30	31	31	161	52	120	G12
G13	23	23			23	24	23	123	50	108	G25
G14	14	14			14	14	14	105	68	104	G33
G15	20	20			20	20	20	157	79	85	G7
G16	17	17			17	18	17	124	69	85	G10
G17	21	21			21	21	21	172	84	84	G17
G18	28	27			28	26	27	114	39	84	G22
G19	19	17			19	17	18	218	136	80	G28
G20	22	22			22	22	22	81	31	79	G15
G21	17	17			17	18	17	116	63	69	G16
G22	15	15			15	12	15	113	84	68	G14
G23	16	16			17	16	16	183	120	63	G21
G24	21	21			21	21	21	131	59	61	G4
G25	15	15			15	14	15	161	108	59	G24
G26	18	17			18	17	17	219	145	52	G12
G27	10	9			10	9	9	222	278	50	G5
G28	29	28			29	28	28	204	80	50	G13
G29	12	12			13	12	12	277	286	48	G1
G30	16	16			16	16	16	255	191	45	G2
G31	15	15			15	15	15	200	147	45	G3
G32	11	11			10	11	11	184	177	43	G6
G33	16	17			16	18	17	172	104	42	G11
G34	18	18			18	19	18	212	131	39	G18
G35	12	12			12	12	12	166	141	31	G20
G36	9	9			9	9	9	170	194	28	G9

WELSH

Candidate	1 Examiner A No. of errors	2 Examiner B No. of errors	3 Examiner C No. of errors	4 Examiner D No. of errors	5 No. of errors used in formula	6 No. of words spoken	7 MARK	8 Order of Merit List. Av. no. of words 234	
W1	34	34	36	35	35	328	111	610	W26
W2	36	35	36	35	35	289	92	348	W31
W3	30	32	33	32	32	285	98	276	W30
W4	48	45	48	46	47	326	82	182	W9
W5	39	36	39	37	37	213	55	164	W19
W6	28	28	27	28	28	167	52	164	W12
W7	41	43	43	42	42	280	73	152	W20
W8	38	40	36	38	38	306	92	143	W11
W9	30	30	30	29	30	407	182	134	W36
W10	43	42	43	43	43	239	56	133	W17
W11	43	43	41	41	42	431	143	131	W25
W12	17	17	16	17	17	264	164	130	W34
W13	23	22	23	23	23	194	78	111	W1
W14	25	25	23	25	25	179	64	110	W21
W15	22	22	22	23	22	163	64	100	W32
W16	15	15	14	15	15	90	37	98	W3
W17	10	10	9	10	10	156	133	92	W2
W18	35	34	33	35	34	164	42	92	W8
W19	20	19	21	20	20	293	164	82	W4
W20	12	12	11	12	12	197	152	82	W28
W21	23	22	23	21	22	240	110	78	W13
W22	44	42	43	44	43	155	30	73	W7
W25	20	20	20	20	20	252	131	64	W14
W26	5	5	5	5	5	280	610	64	W15
W27	24	24	23	24	24	165	59	59	W27
W28	28	28	28	28	28	230	82	56	W10
W29	33	33	34	34	33	182	50	55	W5
W30	10	10	9	9	9	247	276	52	W6
W31	9	9	10	9	9	285	348	50	W29
W32	30	31	31	31	31	283	100	46	W35
W33	26	25	25	25	25	138	45	45	W33
W34	18	18	17	17	17	225	130	42	W18
W35	28	28	30	28	28	154	46	37	W16
W36	23	22	20	22	22	273	134	30	W22

A CARMARTHENSHIRE EXPERIMENT

(Extracted from a Report presented to the Carmarthenshire Education Committee by Mr. T. J. Rhys Jones, M.A., at that time Language Adviser in the service of the local education authority, and included in this pamphlet by kind permission of the Director of Education, Mr. Iorwerth Howells, B.A., LL.B.)

The experiment was carried out at the P1 Second Language Level Oral Examination in Carmarthenshire during the Summer Term of 1961.

An oral examination paper was prepared by the County Language Adviser and circulated to the schools which took this examination (in the main, the Authority's Secondary Modern Schools). The Examination paper consisted of :—

(a) A simple prose passage designed to test reading proficiency.

(b) Questions based upon the personal life and environment of the candidate.

(c) Questions based upon the content of a coloured picture enclosed with the examination paper and placed before the candidate during the examination.

All the questions were based upon a syllabus drawn up by the specialist teachers in conjunction with the County Language Adviser.

Each candidate in turn was allowed to study the prose passage for three minutes before entering the examination room.

Then there followed a revolutionary technique of oral testing. The questions were asked by the teacher who taught the child, and the examination recorded on magnetic tape (which had been enclosed with the examination papers etc.). The name of each candidate was announced on to the tape by the teacher prior to each examination. (The name of the school, or its number, had been announced at the commencement of the tape, thus.
*Tâp Arholiad Llafar P.*1. (Language Examination Tape P.1.).

Ysgol (School) .....

Enw neu rif (Name or Number) .....

Dyddiad (Date) .....

The recording was done by a member of staff versed in the operation of a tape recording machine and who also acted as examination supervisor. This arrangement enabled the examiner

to devote his full attention to the examination. The recording machine was stopped during the interval between the examination of the various candidates.

Schools were advised to hold preliminary tests in order to acquaint candidates with the procedure of the examination and to set them at their ease in front of a microphone.

It was found possible to examine between 30 and 40 candidates on one side of a tape, and that that number of candidates could be examined in a morning or an afternoon. The examination is therefore economic in tape and school time.

When the examination was finished, the tape was boxed, sealed, and forwarded to the external examiner, together with a list of the names of the candidates in the order in which they were recorded. He entered these names on his mark sheets which had been prepared during prior consultations with the Language Adviser. All that was necessary was the playing back of each tape on the examiner's tape recording machine and the entry of a mark for each question, in the appropriate column. The marking was thus expeditiously accomplished by the external examiner *in the comfort of his own home.*

The examiners and the County Language Adviser listened to excerpts from a number of tapes in order to set a standard of marking. Before the marks were submitted, the County Language Adviser listened to further excerpts in order to check the standard of marking. He was thus enabled to impose upon this system of examination the safeguards employed in written examinations.

The tapes, in this instance, were returned, unerased, to the Schools, for the use of the teachers. They can, however, be erased and returned for the next examination. After the initial outlay, therefore, there is very little expenditure with this type of examination.

Candidates totalling 223 from 10 schools were examined on Tuesday afternoon, 20th June, 1961, using this new technique of examination. Teachers and headteachers are to be complimented on the excellent arrangements made for the conduct of the examination. Their co-operation ensured the complete success of the new method.

This experiment, as far as is known, is the first of its kind in Wales, if not in the whole of Britain. Its advantages can be briefly summed up as follows :—

(1) The candidates are examined in their own schools and by their own teachers. Nervous tension is thus minimised.

(2) The external examiner hears the recordings and marks them in his own office or home. He does not travel from school to school.

(3) The examination makes few demands on school organisation.

(4) Apart from the initial outlay on magnetic tapes, the cost of the examination need not exceed that of a written examination. Most secondary schools have their own tape-recorder.

(5) It enables schools to give the necessary attention to oral work. Examining boards, using this technique, will be enabled to examine oral proficiency more expeditiously and economically, and to lay greater emphasis in "second" or foreign language teaching on the *SPOKEN WORD*.

LIST OF PAMPHLETS

Published by the Collegiate Faculty of Education and edited by the Dean of the Faculty.

Pamphlet No. 1. (1953.) Price 1/-.
A Review of Problems for Research into Bilingualism and Allied Topics.

Pamphlet No. 2. (1954.) Price 1/-.
A Welsh Linguistic Background Scale.

Pamphlet No. 3. (1954.) Price 2/-. (Out of Print.) (A copy may be borrowed from the Faculty of Education Library.)
The Construction and Use of Standardised Tests of Intelligence and Attainment with special reference to the problems of a mixed language area.

Pamphlet No. 4. (1957.) Price 1/-.
Bilingualism and Non-Verbal Intelligence : A Study of Test Results.

Pamphlet No. 5. (1957.) Price 1/-.
A Welsh Word Recognition Test.

Pamphlet No. 6. (1958.) Price 6d.
The Sixth Form Education of Training College Applicants.

Pamphlet No. 7. (1960.) Price 4/6d.
Bilingualism : A Bibliography with special reference to Wales.

Pamphlet No. 8. (1961.) Price 1/6d.
The Presentation of Welsh as a Second Language.

Pamphlet No. 9. (1962.) Price 3/-.
The Bilingual Method.

Pamphlet No. 10. (1962.) Price 4/6d.
Graddio Geirfa.

Pamphlet No. 11. (1962.) Price 4/6d.
Teaching Welsh as a second Language. A Bibliography.

The Faculty also publishes an annual Bulletin in February of each year, containing news and articles relevant to the activities of the Faculty.

Copies may be obtained from :

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Faculty of Education,
University College of Wales,
Cambrian Street,
ABERYSTWYTH.